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ABSTRACT

The guide is intended as an information resource for building level administrators who supervise educational programs for emotionally handicapped (EH) students. Following a definition of EH students, the first of six chapters discusses steps in starting an EH class, including considerations in the areas of personnel, the physical classroom environment, scheduling, grading, crisis intervention, and parent involvement. Chapter II focuses on evaluating the EH teacher in terms of behavior management, classroom climate, physical environment, curriculum and instruction, relationship with instructional aides, the individualized education program (IEP) case conference, personal growth, and interprofessional communication skills. Support systems for the EH teacher and program, including staff development activities, are outlined in Chapter III, while Chapter IV presents a rationale and goal statement for each of five curriculum program components (classroom management and instruction, behavior management, affective education, vocational education, academics). Legal aspects of special education are discussed in Chapter V, including proper evaluation and placement, discipline, grades and credit toward graduation, and liability of school personnel. Thirty tips for administrators in dealing with EH students, parents, and teachers are listed in the final chapter. Appendices describe a service delivery continuum and provide classroom floor plans. A bibliography is appended. (JW)

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PRINCIPAL'S GUIDE FOR IMPLEMENTING AND MANAGING PROGRAMS FOR SERIOUSLY EMOTIONALLY HANDICAPPED STUDENTS

Division of Special Education
Indiana Department of Education

Indiana Committee on the Emotionally Handicapped
Shirley J. Amond, Chairperson

June, 1986

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Under the leadership of the Indiana State Advisory Council on the Education of Handicapped Children and Youth, the Indiana Committee on the Emotionally Handicapped has continued its efforts to resolve those issues which inhibit the development of programs for seriously emotionally handicapped students.

This publication is the result of the cooperative efforts of many individuals. Those individuals have contributed time and shared their expertise toward the completion of this activity.

To all those who served on the committee, a special note of thanks is expressed. The sharing of information and personal skills in the research, writing, and editing of this publication is deeply appreciated.

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PREFACE

The emotionally handicapped have been the most underserved special education population in public schools.

It is the opinion of the committee preparing this document that one of the inhibiting factors in program development is insufficient supportive data on the initiation, development, and management of programs for this population.

The purpose of this document is to provide an informational resource guide for building level administrators who have been assigned the responsibility of supervising educational programs for seriously emotionally handicapped students.

It is imperative that adequate planning be done before programs are initiated for emotionally handicapped students. It is suggested that this document be used as a basis for that discussion and planning. It is assumed that the planning phase will involve both a special education administrator and a building level administrator. It is further assumed that other personnel in the school will be involved as plans develop toward implementation of the program.

Experience has taught us that there are four basic ingredients in a successful program for emotionally handicapped students:

1. A strong statement of philosophy;
2. A supportive attitude of those in leadership positions at the building level;
3. A well-developed and communicated plan for the program; and
4. A structured and integrated system of ongoing communication.

Further, experience has suggested that even with the very best cooperative planning, the first year can be difficult. As with any program, more experience increases the comfort level and decreases the frustration level.

DEFINITION

A seriously emotionally handicapped (SEH) child is a child with a severe condition exhibited over a long period of time to a marked degree which adversely affects educational performance and is characterized by one or more of the following: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic); (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted); (d) a general pervasive mood of unhappiness or depression; and (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

Indiana Rule S-1
PL 94-142

In general, an emotionally handicapped student has problems involving lack of awareness and/or understanding of self and environment of such duration, frequency, or intensity as to result in an inability to control behavior or express feelings appropriately, thereby significantly impairing performance in the classroom and in school-related activities. The general characteristics include one or more of the following:

(a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic).

Significant deficits in the level of functioning may be the most pronounced characteristic of emotionally handicapped children in school. This significant deficit in the learning process may be manifested as impairments in classroom performance and school learning experience as well as failure to master skill subjects. The difference between a child's performance and level of expectancy becomes more significant as a student advances through his school career. This discrepancy may appear to be insignificant in a child's early school years, therefore, making it more difficult to identify a young student based on the inefficiency in functioning level.

(b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

The term "satisfactory interpersonal relationships" refers to the ability to establish and maintain close friendships; the ability to work and play cooperatively with others; the ability to demonstrate sympathy, warmth and sharing with others; the ability to be assertively constructive; and the ability to make appropriate choices for social interaction. In most instances, children who have difficulty building or maintaining satisfactory interpersonal relationships are readily identified by both peers and teachers.

(c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted).

Behavior is seen as inappropriate when disturbed internal states lead to socially aberrant or self-defeating behavior; that is, behavior which is clearly discordant with that which would normally be expected from other children of similar age under similar circumstances.

(d) a general pervasive mood of unhappiness or depression.

Children who are unhappy or depressed may exhibit a loss of interest or pleasure in all or most all usual activities and pastimes. These behaviors may be expressed verbally or nonverbally, as in frequently sad facial expression, changed peer relations, social isolation, reduced academic achievement, hyperactivity, or restless agitated behavior.

(e) a tendency to develop physical symptoms or fears associated with personal or school problems.

A child may exhibit physical symptoms such as excessive fatigue, dizziness, nausea, rashes, or an unexplained loss of or alteration in physical functioning; unrealistic fears, such as harm to parents or occurrence of calamities; or pains, such as headaches or stomachaches. Possible physical etiologies should be ruled out prior to attributing the behavior(s) to a psychogenic cause.

A psychoeducational evaluation of an emotionally handicapped student must involve an integrated and comprehensive analysis of the child's educational, emotional, and social functioning. This evaluation must address intellectual functioning, school achievement, sensory and health-related factors, and social/emotional development, as well as evidence of previous interventions.

Results of this diagnostic evaluation relate directly to programming for the student through an individual educational plan (IEP). While an IEP emphasizes the academic needs of a student, it must always address the social/emotional needs of emotionally handicapped students as well.

CHAPTER I

STEPS IN STARTING AN EMOTIONALLY HANDICAPPED CLASS

STEPS IN STARTING AN EMOTIONALLY HANDICAPPED CLASS

You have just been informed that you will have a class for the emotionally handicapped in your building this year. What does this mean? Your first step in starting this class is to find out what that does mean. The person who should provide you with that information is the Director of Special Education.

What do you need to know? Below is a list of questions you should discuss with the director before the initiation of the program in your building.

1. What is an emotionally handicapped student?

   Review and discuss the definition with your Director. What process is used for identification, evaluation, diagnosis and placement of emotionally handicapped students?

   Obtain information about the individual students who will be enrolled in the program. Often special education cooperatives have classes that serve more than one school, so you may have students from other schools transported to your building.

   Be sure to establish a procedure for sharing information on these students before they arrive in your building. Having the psychologist meet with the special education teacher, principal, and appropriate regular teachers prior to the student's arrival may help the student be successful in your school.

2. What is the program philosophy?

   Discuss the emphasis of the class (academic, behavioral, affective, eclectic). Know the type of program -- is it resource, self-contained, or a combination? You need to know in order to determine the impact on your building.

3. What is an IEP (Individual Educational Plan)?

   The director should explain the IEP to you and the rationale behind it. Cune and Reynolds (1983) explain the reason for IEPs as follows:

   "Written goals and objectives to help educators:

   Motivate students. If students know their goals they have a greater chance of achieving them.

   Make lesson plans relevant to the student's targeted needs.

   Document that the student is making progress . . .

   Facilitate teacher-parent communication. The goals and objectives serve as a basis for conferences on the student's progress."

IEPs for emotionally handicapped students will differ from those of students who are defined as learning disabled or mentally handicapped because they must include social/emotional, and/or behavior goals. Discuss these differences and why they are important.

Understanding an IEP will help you understand the students better. It also will help you in your evaluation of the class and the teacher.

4. What does the least restrictive environment mean?

Least restrictive environment means that, as much as possible, handicapped students are to be educated with nonhandicapped students. This is especially important to emotionally handicapped students. They need the opportunity to see and model appropriate behaviors. Discuss how and when students are to be mainstreamed in your building. Begin to identify teachers who might be appropriate to work with emotionally handicapped students in the mainstream. A more thorough discussion of least restrictive environment is contained in Appendix A.

5. Who is in charge of this program?

Frequently with programs for the handicapped, there is confusion about who is in charge of the program. Is it the director, supervisor or principal? Is this role shared? Establish this with your director. Know what your role is and is not. Know who will select and evaluate the teacher and paraprofessional. Be sure you understand the role of each person involved in the program.

Discuss the legal issues regarding emotionally handicapped, especially the issues of suspension/expulsion and corporal punishment (see Chapter V).

6. What kind of documentation is required?

Discuss how the special education files are used to document data for decision making regarding student placement, progress, response to behavioral management systems, etc. Find out by whom and how these records are kept.

7. What kind of crisis intervention is needed?

Students in this program are going to exhibit inappropriate behaviors. That you can count on, because if they didn't have these inappropriate behaviors, they wouldn't be in these classes. At times, these behaviors will become extremely inappropriate. In order to deal with these behaviors, an intervention plan should be written into the IEP of each student. "The use of a contingency plan as part of the ED student's IEP makes the negative consequences and discipline of inappropriate behaviors an educational intervention rather than a punishment." (Crane & Reynolds, 1983)

Discuss these plans with your director and determine what behavioral interventions might be used for inappropriate behaviors with your setting. Be sure to individualize the plan for each student.

Discuss physical restraint and therapeutic holding with the director. If these techniques are to be used, persons should be trained in their appropriate use. Remember, physical restraint is only used as a means of keeping a child from harming himself or others. It is never used as punishment.

8. What are your alternatives if all else fails?

   Talk with the director about what to do if you cannot work with a student. Once you have exhausted all your techniques with a student, what happens? Remember there are always alternatives.

Once you have discussed the program with the director, you are ready to take the next step. Following is information you should consider regarding personnel, physical environment, scheduling, grading, in-service, crisis intervention, parents, and support systems.

I. PERSONNEL

A. Certified Staff

In order for a program to be successful, you must have teachers and instructional assistants who can work successfully with emotionally handicapped students. Characteristics to look for in a teacher of the emotionally handicapped include:

1. Strong behavior management skills;
2. Excellent organizational skills;
3. Strong curriculum skills;
4. Positive approach to education;
5. Good communication skills with parents, co-workers, and especially students; and
6. Sense of humor.

B. Non-Certified Staff

The same characteristics are needed in instructional assistants. In addition, they will:

1. Take direction well;
2. Ignore inappropriate behaviors;
3. Maintain a calm manner; and
4. Anticipate teacher needs.

II. PHYSICAL ENVIRONMENT

A. Location of Classroom

The location of the classroom can affect the success of your program. Following are things to think about.

1. Proximity to office -- is it close enough?
2. Proximity to crisis team or designated help -- are they close enough?
3. Traffic patterns -- is there too much activity, or is it too separated from the mainstream?
4. Does the classroom have easy access to entrances and exits? Will that create a problem if a student runs?
5. Is the classroom soundproof (i.e., if a student becomes too loud, will it adversely affect the surrounding classes)?

B. Furniture

1. Is there adequate furniture to promote individual and group instruction?
2. Does every student have a desk?
3. Is that furniture age appropriate?

Figures 3, 4, 5, and 6 in Appendix B are possible floor plans.

(Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986)

C. Lockers

1. If appropriate, do students have lockers or a place to store supplies? Are they close to the EH room?
2. Are they in keeping with what other students have? If not, will this create problems?

D. Time-Out Areas

1. Is there a separate area for time-out or isolation? (Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986, see Figures 19 and 20.)
2. Who will monitor time-out?
3. Is parent permission required?

4. Does it meet state guidelines? (See Suggestions for the Use of Selected Behavioral Management Techniques)

5. If time-out is not available, what other alternatives are?

E. **Materials and Supplies**

1. Does the teacher have adequate materials and supplies?

2. Are funds available to purchase reinforcers?

F. **Breakaway Areas**

1. Are there areas within the room that can be used for individual counseling, isolation, or quiet time? Is there furniture that could be used to create this environment?

2. Are there such areas outside the room?

3. Can the teacher observe the student when they are in these settings?

G. **Communication**

1. Does the room have a system to contact office (intercom, panic button, telephone, or walkie talkie)?

III. **SCHEDULING**

Getting emotionally handicapped students scheduled may be as important as the actual program. Selectively scheduling these students into mainstream classes (hand or computer) may minimize problems in terms of the following:

1. Course requirements -- What is required for each student?

2. Selection of teachers -- Not every teacher in the mainstream works effectively with the emotionally handicapped. Recognize that traditional mainstream classes for handicapped may not apply to emotionally handicapped students. Look for teachers whose classrooms are highly structured, well-organized, and, therefore, well-managed.

3. Time of day -- Recognize that certain activities during the school day may require more supervision. Work with the teacher of the emotionally handicapped to insure adequate supervision.

4. Individual Educational Plans -- Each student has an IEP and a program recommendation. If that does not work, the case conference committee should reconvene to adapt the program. Any changes should be written into the IEP.

5. Maintaining behavior -- A strategy such as mainstreaming should be contingent upon appropriate behavior. The regular and special education teachers can work together to maintain the student in the mainstream.

6. Unstructured settings -- Emotionally handicapped students frequently have difficulties in unstructured settings such as passing time, lunch, before and after school, and recess. Techniques such as escorting students, supervised lunch, early or late arrival, and early or late departure should be considered.

IV. GRADES

Grading is a controversial issue in special education. No one seems to have the answers. Grading policies are inconsistent within schools and school systems. There are several options for grading, such as:

1. traditional grading;
2. using two grades -- one for effort, one for comparison to peers;
3. designing individual report card;
4. using criteria referenced checklist;
5. using annual evaluation of IEP as report card; and
6. combining grade card.

(Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986.)

Work together with regular and special education teachers to determine grades. Remember, emotionally handicapped students' motivation and efforts are often related to the emotional disability.

Also remember "handicapped children enrolled in special education programs or classes in regular public school programs should receive the same credit and diploma as other children, provided they meet the requirements of the Commission on General Education" (Rule S-1).

V. IN-SERVICE TRAINING

In-service training can eliminate many problems and misunderstandings by giving building staff information. Chapter III lists in-service programs that should take place during the school year to insure success.

VI. CRISIS INTERVENTION

Select and agree upon an intervention model for each student. Write it into the IEP. An important factor here is determining what your role with the program is to be. Define that role and know at what point you or other related service personnel will become involved with the Emotionally Handicapped (EH) Program.

Teachers of emotionally handicapped students have been trained to deal with emotional problems. That is their area of expertise. But, there are times when your support is necessary. In most cases, as problems increase, the need for support also increases.

A simple rule of thumb is when the teacher requests assistance, your first question should be "What can I do to help?" Let the teacher be the leader.

VII. DEALING WITH PARENTS

Parents should be as actively involved in the program as possible. Some tips for working with them in a positive way are:

1. Keep them informed with notes, periodic conferences, and program visits.

2. Communicate positively as often as possible so that if negative information must be conveyed, you have previously had positive contacts.

3. Remember that you cannot always get parents involved. However, this is not the student's fault and should not be used against him/her.

VIII. DEVELOP A SUPPORT SYSTEM

Chapter III deals with support systems. A class for the emotionally handicapped must be supported in order to succeed. If the principal and administrative staff project an air of acceptance, the rest of the staff will follow.

Additionally, mainstream teachers need to be supported for their work with the emotionally handicapped students in the mainstream.

CHAPTER II

EVALUATING THE EMOTIONALLY HANDICAPPED PROGRAM

EVALUATION

The principal should follow established school procedures when evaluating the teacher of the emotionally handicapped. There are specific areas of which the principal should be aware before beginning the evaluation process.

The principal should evaluate the following specific areas:

Behavioral Management Plan
Climate Physical Environment
Instruction/Curriculum
Relationship with Instructional Aide
Case Conferences
Personal and Professional Development

The questions listed below should be considered during the evaluation process and when discussing the program with the teacher. There is no intention to prioritize the lists of questions. Each question should be given equal consideration.

I. BEHAVIOR MANAGEMENT PLAN

The process of developing appropriate student behaviors exists through a variety of approaches. It is assumed that all approaches will be fairly, consistently, and ethically used. Teachers must treat students with the same respect they demand of them. The teacher's primary responsibility is to provide a structured, organized, consistent, and positive environment conducive to teaching appropriate behaviors and replacing existing inappropriate ones.

1. Is there a behavior management plan? Is it clear, concise, and individualized?

2. Is there an emphasis on the positive aspects of the plan?

3. Is the plan consistent?

4. Are the students involved in monitoring their own individual plans?

5. How is the instructional aide involved in implementing the behavior management plan?

6. Do the parents understand the plan, and are provisions made to give ongoing feedback to the parents?

7. Are students adhering to the behavior management plan in the classroom?

8. Does the teacher keep records of individual student behavior plans (charting)?

9. Has the individual behavior management plan been explained to the mainstream teachers, and is there ongoing communication with the mainstream teachers?

10. Have specific and appropriate goals and objectives been established? Have they been reviewed and updated?

11. Is building support staff used appropriately?

12. Is the behavior management plan a part of each student's IEP?

II. CLIMATE

The teacher determines the climate in the classroom. The classroom climate affects not only the students, but the acceptance of the students by others in the school. Positive classroom climate enhances positive behaviors through student motivation, self-esteem, and academic success. The climate created by the teacher will be ultimately visible in student behavior. (Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986.)

1. Is there evidence of positive reinforcement, both verbal and nonverbal?

2. Does the teacher move throughout the room while assisting students?

3. What do I feel when I walk into the room?

4. Is there structure with flexibility?

5. Are appropriate rules and rewards posted?

6. Does the teacher have a sense of humor?

7. Is the teacher flexible?

8. Is the teacher sensitive to verbal or nonverbal communication?

9. Is student work displayed?

10. Are instructions given in a positive manner?

11. Do students and teachers show respect for each other?

III. PHYSICAL ENVIRONMENT

The physical environment of the classroom affects behavior, social interaction, and academic growth. Placement of furniture may seem simplistic, but if carefully considered and completed before the arrival of students, it may mitigate behavior problems.

1. Do students appear to be physically comfortable in the room?
2. Are there areas for one-to-one instruction?
3. Are there areas for large group instruction?
4. Are there areas for individual work?
5. Are there physical barriers between students and teacher?
6. Are the colors in the room pleasant (walls, furnishings, decorations)?
7. Are the decorations age appropriate?
8. Does the room approximate a regular classroom environment to the fullest extent possible given present student needs?
9. Are materials arranged by content area?
10. Is there "clutter" which confuses or distracts students?
11. Are there specific areas students may use when they wish to be quiet?
12. Are there specific areas students may use to "let off steam"?
13. Are students able to begin, end, and change activities without disrupting others?
14. Do students have personal, private space?
15. Is the room clean?
16. Are the furnishings sufficiently flexible to encourage a variety of groupings?
17. Does the special education teacher have visual access to all students?
18. Are there sufficient materials and equipment to minimize conflicts over property rights?
19. Are there sufficient work areas (individual study, small group, private) to minimize conflict?
20. Is the environment periodically modified in response to emergency student needs to allay boredom?
21. Has the teacher designed the room with an appropriate work space for the aide?

(Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986.)

IV. INSTRUCTION/CURRICULUM

Through the use of a variety of materials and activities, the teacher is responsible for implementing the IEP (Individual Educational Plan). The teacher's goal for all students is to prepare them to return to a regular classroom setting.

1. Is the teacher following each child's IEP?

2. Are field trips (community-based experiences) related to instruction?

3. Is affective education being addressed?

4. Does the teacher prepare students for mainstreaming through instruction?

5. Is there evidence of adequate preparation?

6. Are a variety of materials, techniques, and activities being utilized? Are they appropriate?

7. Are there provisions for immediate feedback to students?

8. Is the teacher following local guidelines developed for implementing academic curriculum? (Principal should refer to special education director for academic curriculum guidelines.)

V. RELATIONSHIP WITH INSTRUCTIONAL AIDE

The use of an instructional aide in the classroom either can support the role of the teacher or can add an educational burden on the teacher. An instructional aide can either halve the teacher load or double it; using an instructional aide well is essential. Open communication, defined responsibilities, and the development of good rapport between the teacher and aide can create successful and positive experiences for students.

1. Do teacher and aide work together as a team?

2. Is the aide involved in the instructional process? If so, in what ways?

3. Is there evidence of effective use of the aide?

4. Has the teacher set up specific guidelines for the aide and provided training in these areas?

5. Do the teacher and aide maintain an open communication system?

6. Is the teacher in charge?

VI. CASE CONFERENCE

Through the use of interpersonal skills, accurate documentation, and advanced planning, the teacher should be prepared to address all aspects of the program and make specific recommendations.

Case Conference

1. Was the teacher prepared to discuss programs in the case conference?
2. Did the teacher talk "with" the parents as opposed to "at" the parents?
3. Were the teacher's statements concise?

Annual Case Reviews

1. Did the teacher present documentation to substantiate academic and behavioral progress?
2. Was the teacher prepared to make recommendations for the next school year?
3. Was the teacher prepared to discuss programs?
4. Was the teacher able to establish and maintain rapport with the parents?

VII. PERSONAL AND PROFESSIONAL GROWTH

Interpersonal skills and a continuous interest in professional growth and awareness are essential qualities for an EH teacher.

1. Does the teacher attend and support school activities?
2. Does the teacher follow school policies and procedures?
3. Does the teacher maintain a positive attitude in dealing with staff members?
4. Has the teacher developed a communications network with professionals inside and outside the school community?
5. Does the teacher seek assistance in developing and implementing programs for students when appropriate?
6. Does the teacher seek opportunities for professional growth?
7. Does the teacher demonstrate an understanding of the importance of confidentiality with respect to students?

CHAPTER III

SUPPORT FOR TEACHERS

SUPPORT SYSTEMS

It is essential that the principal support the teacher and program for emotionally handicapped students, and realize that a cooperative effort and advanced planning by all staff members involved with the program will eliminate unnecessary conflict and misunderstandings.

Principals should plan for adequate staff development sessions to inform, direct, and provide channels of communication for developing an effective emotionally handicapped program. The following staff development meetings should take place at the beginning of the school year.

1. Principal meets with special education director and teacher to discuss all aspects of the program and review IEPs.

2. An in-service for all building level employees should be scheduled to introduce the teacher and explain the philosophy and goals of the program.

3. The principal should schedule an additional meeting with those staff members who will be directly involved with the program (administrators, teacher of the emotionally handicapped, counselor, nurse, and staff members who will have mainstreamed emotionally handicapped students in their classrooms). The following topics should be addressed:

   a. purpose of program;
   b. communication network for dealing with disruptive behavior; and
   c. child-specific information of which they individually should be aware.

4. Schedule an in-service with office staff, custodians, and any other non-certified employees who may come in contact with emotionally handicapped students on a daily basis. Address the following:

   a. purpose of the program; and
   b. information on how non-certified personnel will deal with emotionally handicapped students and who they should contact when they need assistance.

5. Discuss with the teacher and the instructional aide their responsibilities, roles, and expectations:

   a. plan the schedule and include lunch;
   b. determine break time (teacher and aide);
   c. make arrangements for meeting students as they arrive;
   d. review line of communication for requesting assistance for disruptive behavior;
   e. determine who will contact parent when student is absent;
   f. determine where special education records should be located; and
   g. review general school procedures that will affect teachers of emotionally handicapped students. Include names of persons who teacher should contact for supplies, materials, etc.

The support system for the emotionally handicapped program must be a continuous system that provides support throughout the year. The following suggestions are provided to help the principal develop support systems within the school. The principal should:

1. Meet periodically with each emotionally handicapped student to develop a rapport and understanding of individual students.

2. Provide a sounding board for the teacher of the emotionally handicapped students. There will be a need for the teacher to have someone for venting frustrations and concerns.

3. Encourage the teacher(s) to attend meetings your school system has for teachers of the emotionally handicapped.

4. Meet periodically with other principals who are responsible for emotionally handicapped programs. You need to share ideas and concerns with your colleagues.

5. Include teachers of emotionally handicapped students in all school meetings and activities involving staff members.

6. Ask the special education director to arrange for substitutes, for release time, and for funds so teachers of emotionally handicapped students may participate in conferences and workshops.

7. Encourage teachers to become involved in an extra-curricular activity so that there is a feeling of kinship in other aspects of the school program.

8. Arrange for weekly visitations by support staff (behavioral consultant, psychologist) to teachers of the emotionally handicapped.

9. Maintain a diplomatic approach when dealing with all persons involved in the program. All have frustrations.

10. Visit (not just observe) the classroom to provide visual support for the teacher.

CHAPTER IV

COMPONENTS OF PROGRAM

COMPONENTS OF PROGRAM

CURRICULUM COMPONENTS

A well-defined curriculum is very important to the success of programs which are intended to meet the needs of emotionally handicapped students.

The classroom should be well-structured physically, and there should be well-defined and consistent rules. A behavior management program should be in place and affective education should be an integrated part of the everyday activities. Finally, increasing attention should be directed toward the vocational training needs of the students identified as emotionally handicapped.

Following are rationale and goal statements for the curricular components.

Classroom Management and Instruction

Rationale

A well-managed classroom is essential for successful programming for emotionally handicapped students. Teachers must feel secure and successful in their classrooms in order to develop a sense of security and success in their emotionally handicapped students. A carefully managed and structured classroom allows teachers to use academic instruction as a means of achieving behavioral goals.

Goal

The goal of classroom management is to provide a structured, productive environment for instruction.

Behavior Management

Rationale

Behavior management is the process of maintaining and developing appropriate student behaviors through a variety of approaches. As mentioned previously, it is assumed that all approaches will be fairly and ethically used. The teacher must treat students with the same respect he demands of them. A teacher's primary responsibility is to provide a structured, organized, positive environment conducive to teaching appropriate behaviors and replacing existing inappropriate ones.

It is assumed that all behavior is learned and is a function of its consequences. Given the appropriate consequences, a student can learn to behave more appropriately.

Goals

1. Through behavior management, the teacher controls student behavior to provide initial success.

2. Through behavior management, the teacher converts external control to internal control and motivation in order for the student to demonstrate appropriate behavior in his least restrictive environment.

Affective Education

Rationale

Affective education is "systematic instruction to help students acquire information, attitudes, and skills which will encourage appropriate behavior and mental health" (Colorado Department of Education, 1980). Affective education is based on three assumptions: (1) Emotionally handicapped students need instruction in the affective, as well as cognitive and psychomotor domains; (2) because of their handicaps, emotionally handicapped students either don't acquire or don't use information about appropriate ways of behaving; and (3) most students are able to utilize information and skill instruction when provided the opportunity.

Goal

The goal of affective education is to provide instruction in specific skills, attitudes, and techniques to meet the social/emotional instructional needs of the emotionally handicapped student.

Vocational Education

Rationale

Emotionally handicapped students are rarely successful in attempts to interact in the community. These students lack the appropriate personal adjustment and social skills for involvement and success in the community. Vocational education, by increasing competence, can assist the emotionally handicapped student to become a more successful adult.

Goals

A comprehensive curriculum for vocational/career education will facilitate the following for emotionally handicapped students:

1. development of appropriate personal social skills to enhance benefit from educational, vocational, and/or occupational experiences;

2. development of appropriate daily living skills to increase independent functioning in school, family, and community; and

3. acquisition of job readiness and career skills to secure and maintain a working position in society.

(Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986.)

Academics

Although curricular components relating to behavior are delineated in this document, it must be recognized that all programs for emotionally handicapped include academic goals and instruction as a major component of the program.

Some programs for the emotionally handicapped stress behavior management with little or no emphasis on academics, and others heavily stress academics and little or no behavior management.

A good program for the emotionally handicapped will balance academics and behavior management.

Because the objective of an emotionally handicapped class is always to move the child back to the mainstream as quickly as possible, it is important that, when possible, the special education program follow the school's regular academic program.

CHAPTER V

LEGAL ASPECTS

LEGAL ASPECTS

I. WHY SPECIAL EDUCATION?

Prior to 1970, there existed no recognized federal mandate to admit handicapped children to public schools. Although the Supreme Court of the United States, in Brown v. Board of Education, had recognized that public education, when made available by a state, must be equally open to all, that right of access was not universally applied to handicapped students until the early 1970s.

Following two federal district court cases in which Pennsylvania and the District of Columbia were ordered to admit handicapped students to publicly-supported education (PARC V. Pennsylvania and Mills v. Bd. of Ed.), Congress passed Section 504 of the 1973 Vocational Rehabilitation Act and the Education for All Handicapped Children Act, commonly referred to as P.L. 94-142. With the passage of these two federal statutes and their accompanying regulations, states accepting federal funds, especially federal educational funds, became obligated to admit handicapped students to their public schools and to follow certain procedures in order to provide those students with a free, appropriate public education.

Compliance with the federal mandates regarding handicapped students hinges on two points:

1. Not discriminating on the basis of a student's handicap, and

2. Following proper procedures in providing a handicapped student with equal access to educational services.

II. PROCEDURE

In its initial attempt at interpreting the requirements of P.L. 94-142, the U.S. Supreme Court placed strong emphasis on the Act's procedural requirements which it saw as something of a guarantee that what the school determined to provide to the child would actually meet the requirements of an appropriate education (Bd. of Ed. of Henrick Hudson Central School District v. Rowley). The court defined "appropriate" as personalized instruction with sufficient supportive services to permit a handicapped student to benefit educationally. That aim was reached, in the court's view, when the school followed the Act's procedural requirements.

In other words, if a school's procedures from referral through placement are correct, then the placement will be assumed to be appropriate. CORRECT PROCEDURE, THEN, IS ABSOLUTELY VITAL TO APPROPRIATE PLACEMENT.

Indiana's procedure is contained in Rule S-1 of the State Board of Education and begins with a referral (Rule S-1, Section 3B). If you, as a building administrator, are responsible for receiving referrals and obtaining permission for evaluation, you will want to be sure that the person giving consent fully understands the ramifications of that consent, (i.e., that the student will be subject to specific types of testing and observation and that a possible result of such evaluation may be placement in special education). Further, you need to be sure that the person giving consent meets the definition of "parent" in Section 1W of Rule S-1.

Following the evaluation, which should be done by a multi-disciplinary team, not just by the school psychologist, the case conference team (Rule S-1, Section 1D) convenes to consider the results of the evaluation and make several key determinations.

1. What do the evaluation results indicate regarding the nature and extent, if any, of the student's handicapping condition.

2. What are the student's educational needs?

   These needs should give rise to the development of the student's educational goals and objectives.

3. What special educational and related services, if any, are necessary to fulfill the student's educational needs?

   Remember that appropriate related services are those which are required to assist the handicapped student to benefit from special education.

4. What placement(s) is (are) appropriate to allow the student to benefit educationally?

   Under the Supreme Court's decision in Rowley, the placement need not be the most appropriate, but one which will allow the student to benefit educationally and to progress as much as possible with his peers. Classes and activities with nonhandicapped students (mainstreaming) must be considered a part of each placement decision. For that reason, homebound instruction should be considered as a placement option only when the student's physical or emotional condition absolutely precludes education in the school environment, and then only as an interim placement pending assignment to a more restrictive environment such as a 24-hour special school. However, full-time or even part-time placement in regular classes may be inappropriate for a disruptive student. As stated in the comments to the P.L. 94-142 regulations, when a handicapped student "is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment" (Comment to 34 C.F.R. 300.552). Section 4 of Rule S-1 contains placement alternatives for each handicapping condition (511 I.A.C. 7-1-4B4).

Neither the decision on the nature and extent of a student's handicapping condition nor the decision regarding appropriate placement should be made by any one person, such as the school psychologist. The purpose of having an evaluation team and a case conference committee is to allow a number of professionals and others who know the student to pool ideas and reach joint decisions regarding the student's education. Further, all relevant information should be considered at the case conference meeting, including any outside educational evaluations which are less than three years old.

III. DISCIPLINE

The use of discipline with handicapped students has the same purpose as with nonhandicapped students, (i.e., to enforce school rules and to encourage appropriate behavior). An attitude of "we cannot expect good behavior from handicapped students, especially those who are emotionally handicapped" does a great disservice to the student by creating the impression that a handicap is an excuse for any and all misbehavior.

Disciplinary methods for emotionally handicapped students may be more detailed than those used with other students, and they may require a more concerted effort on the part of staff and parents. Therefore, it is often a good idea to record them in some detail as a part of a behavioral plan included in the IEP. Since many emotionally handicapped students are identified because of behavioral problems, an IEP which never addresses these problems nor provides any programmatic approaches to deal with them is, at best, incomplete.

As with any student, disciplinary methods used with a handicapped student should be appropriate to the student and to the misbehavior. For example, the use of corporal punishment with a student who has physical problems or who is known to have been subjected to physical abuse would be inappropriate and could subject the school corporation to legal action. Again, the inclusion of disciplinary approaches in the IEP is necessary, not only to make it complete, but to put staff members on notice as to what disciplinary methods are to be used with a particular emotionally handicapped student.

The use of suspension, expulsion and exclusion as disciplinary options for handicapped students has been sanctioned in Indiana's Rule S-1 (Section 3J) and by federal district courts in a number of jurisdictions. Because suspension is not a change in a student's placement, the only procedure which needs to be followed is minimal due process as prescribed by statute (IC 20-8.1-5-6).

However, expulsion and exclusion are changes in placement since they involve complete removal of the student from the educational environment and a cessation of educational services. Because of the severity of this type of penalty, prior to beginning proceedings for either expulsion or exclusion, the school must hold a case conference in order to determine whether or not there is a causal relationship between the student's behavior and his handicapping condition. Since a handicapped student cannot be discriminated against on the basis of his handicap, he cannot be

deprived of education for misbehavior which is the result of that handicap. Therefore, the relationship, if any, of the misbehavior to the handicap must be ascertained before the school begins the procedure which would separate the student from school attendance (IC 20-8.1-5 and U.S. Department of Education's interpretation of P.L. 94-142).

Determining the presence or absence of a causal relationship may be difficult, especially in the case of an emotionally handicapped student who normally exhibits a fair degree of non-conformance in his behavior. Therefore, the presence of recent testing data[1] and those who can interpret it are absolute musts at the causal relationship conference.[2] Also, the conference should be attended by staff members who work closely and frequently with the student so that his behavior can be fully studied and discussed.

If the conference determines that there is a causal relationship between the student's misbehavior and handicap, it may then consider whether a more restrictive placement is necessary to avoid a recurrence of the behavioral problem. If no causal relationship is found, the school may then proceed with expulsion procedures, subject to an appeal by the parents of the case conference decision.

Although suspension is not a change in placement and does not require a prior case conference, a series of suspensions should alert the administration to a need to reconvene the case conference in order to examine the student's behavior and decide whether or not the behavioral program in the IEP is appropriate or needs revision. Frequent use of suspension as an answer to disciplinary problems may, over a time, constitute a change in placement without appropriate due process.

Under Indiana Law, removing a student from an extra-curricular activity requires no due process. However, if extra-curricular activities are specified in a handicapped student's IEP as part of his educational program, removal from these activities cannot take place without a case conference decision. Since this is not normal procedure, staff members who sponsor activities named in the IEP should be alerted to the fact that they must call for a reconvening of the case conference if the student's extra-curricular participation is not working out.

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1 Because the Office of Civil Rights requires an educational evaluation before a student can be expelled, testing and observation data used in the causal relationship conference must be recent. If no recent data is available, a new evaluation should be performed prior to the causal relationship conference.

2 For more on the causal relationship conference see Due Process and the Handicapped Student: A Resource Manual, November, 1985.

IV. CREDIT, GRADES AND DIPLOMAS

Any handicapped student who is enrolled in a class which leads to credit toward graduation under the rules of the state board of education should be treated the same as any other student for the purpose of determining class rank, valedictorian, honor roll, etc. However, if a school normally indicates on a student's record the level of classes he has taken (basic English, advanced English, gifted English, etc.), it may indicate whether such classes were special education classes. In fact, such a notation may be in the student's best interests because it will alert a school to which the student may transfer that he is eligible for special education services.

Because most school corporations in Indiana issue a single standard diploma, placing some kind of special education designation on the diplomas of handicapped students serves no educational purpose and could open the school to a charge of discrimination on the basis of handicap. However, if a handicapped student is in a placement which will not result in his completing the graduation requirement of the state board of education, the school may grant him a certificate of attendance or a special diploma based upon completion of his IEP rather than fulfillment of the state board of education requirements. If a student's placement is not one which will result in a regular diploma, this fact should, and must, be made known to parents long before graduation (preferably as soon as it becomes apparent to the case conference committee) since it is a result of the placement and must, therefore, be a part of the placement decision for which parents are giving their consent.

Grades have been discussed in an earlier chapter, but one further point bears mentioning. Any student whose IEP calls for modifications of the regular education curriculum must be graded with such modifications taken into account. A teacher with no training in special education may feel that he must deduct from a grade for "concessions" called for by the IEP, or he may forego such modifications based upon a conviction that all students should be treated alike. Such practices violate the handicapped student's IEP and make the delivery of educational services inappropriate. To be appropriate, a placement must include all services as described in the IEP. The measure of an appropriate placement is not only what is on paper, but how the "promises" made in the IEP actually are fulfilled.

V. LIABILITY

Normally, courts will not find schools or school personnel liable for a student not reaching a certain level of achievement. Even in special education, in which a student's level of achievement is monitored consistently and projected, it is unlikely that the student's failure to achieve will automatically be seen as the fault of the school. However, as stated above, failure to properly deliver services prescribed in the IEP can create a presumption that "but for" the school's failure to provide appropriate services, the student would have achieved better scores, graduated, gone on to college, etc. Since the school has a duty to provide each handicapped student with an appropriate education, failure to appropriately provide for such a student may provide grounds for a court to find the school liable for a student's failure to graduate armed with skills that could be reasonably expected given his ability.

A greater source of liability for schools and school personnel lies in the area of physical harm to students resulting from negligence on the part of school staff. School personnel have a duty of care toward students and are expected to exercise reasonable care to prevent harm which they can foresee. The measure of this duty can be summarized as "what would a reasonable person, with the experience and training which his position require, have done under the circumstances?"

It is important, therefore, that all personnel working with emotionally handicapped students be trained as to what kind of behavior to expect from those students and how to respond when such behavior occurs. Behavior and disciplinary methods prescribed in the IEP should be explained to staff members and plans of action for emergency situations should be clearly stated and always followed. Teachers not properly trained in the use of certain aversive techniques should not use them.

The recent increase in the number of child abuse charges filed against school personnel who use corporal punishment or attempt to restrain students highlights the need not only for thorough staff training, but also for discussion with parents of the type of actions staff may take if an emotionally handicapped student loses control in the school setting.

A student who flees a building and is injured may well sue the school for such injuries and the school could be found liable if that type of behavior was foreseeable and the school took no action to protect the child from the result of his own emotional outburst. This would apply when such outburst could have been predicted. A call to parents and police under such circumstances would at least show that the school took measures to protect the student from harm. The worst course for a school administrator faced with such an incident is to do nothing.

Avoiding liability is usually a matter of applying good common sense and one's educational training and experience to each situation. It is, therefore, no different whether one is dealing with handicapped or non-handicapped students.

VI. FINAL THOUGHT

There are two steps to making legally correct decisions regarding the provisions of educational services to handicapped students.

1. Make Rule S-1 your constant companion. Learn what the rule contains and where to find it. It is your best guide to the legally correct method of providing special education. Do not ever think you know what is in the rule. Keep it handy. Carry it to case conferences and in-service meetings. Use it as <u>the</u> <u>source</u> of answers to your questions.

2. If the rule does not yield an answer, contact the special education professionals, (i.e., teachers, directors of special education, and the state division of special education).

There is a third step, but it pertains only in part to making legally correct decisions. That step is to continue to care about the handicapped students in your building as individuals. That caring will cause you to make decisions which are not just legally correct, but which are in the best educational interest of each handicapped student entrusted to your care.

CHAPTER VI

TIPS FOR ADMINISTRATORS

TIPSHEET

1. An EH program will only work if you support the program. Accept the program, and find ways to make it work.

2. Establish rapport with the teacher and students. Introduce yourself early. Spend time working with and watching the students. Be visible and maintain continuous contact throughout the year.

3. Review your current policy regarding crisis situations. (i.e., If they run, what do you do? If there is a medical emergency, what do you do?)

4. Remember, listening is important.

5. Remember that you have seen and worked with these students in the past. They just weren't labeled at this time. Actually, by identifying them you have a better handle on their behavior and their individual progress.

6. Be sure teachers have updated release of information forms. You cannot share data with agencies unless parents give written consent.

7. Try to maintain contact with parents at times other than for negative reasons. Positive calls may build rapport.

8. In a situation where a child is potentially dangerous to self or others, you may want to consider shortened school days, which must be a result of a case conference.

9. EH teachers cannot be ill. But in the case that they are, keep a list of potential substitutes. Not everyone can do it.

10. Do not back EH students into a corner. Give them options and choices. Avoid power struggles.

11. Don't argue with EH students; it is a no-win situation.

12. The principal could become a positive reinforcer to the EH student.

13. Maintain your sense of humor. Smiling or laughing may diffuse a potentially explosive situation.

14. Don't hesitate to ask for help. Call the director.

15. Don't assume anything.

16. Find common ground with parents. Emphasize the needs of the students.

17. Be sensitive to the needs of the teachers. Just because you haven't heard from them doesn't mean all is well.

18. Know the background of a student before administering discipline. (i.e., avoid detention after school if student lives outside of local school corporation. How will student get home?)

19. Don't put yourself into a corner. Be flexible. Use words such as may as opposed to will.

20. Pre-plan as much as possible so that if a problem occurs, a plan goes into effect.

21. Be consistent. This eliminates the possibility of students "begging for special favors".

22. Don't take negative comments personally.

23. Maintain contact with faculty and support staff who have both direct (mainstream classes and supervised free time) and indirect (passing periods and general observations) contact with EH students.

24. ACT rather than REACT.

25. Know your support systems in emergency situations -- behavioral consultant, police liaison, etc.

26. Be patient.

27. Don't hold a grudge. Remember THEY are emotionally handicapped.

28. Don't criticize or embarrass students in front of others.

29. Talk with other principals in the district or contiguous school settings who may have experienced this program in the past or are doing so now.

30. At the end of the year, meet with the director to review your year's progress.

APPENDIX A

A Continuum of Services for Emotionally Handicapped Students

The state and federal regulations, which provide the basis for program structure in special education, assume handicaps categorically range from mild to severe. Programs for the emotinally handicapped are not an exception. The continuum of services required range from prevention/early intervention to hospitalization.

Figure 1 represents a simplified overview of a continuum of services for emotionally handicapped students. It identifies five levels of placement or program alternatives, indicating an increasing restrictiveness in the options as one would move from Level I to Level V. It also indicates a change in emphasis from treatment to instruction. Figure 2 is an expanded version of that continuum.

Generally, a direct correlation exists between placement restrictiveness and severity of the emotional handicap. However, the management of some behavioral characteristics is independent of this correlation. That is, because of instruction and treatment management requirements, occasionally pupils with clinically more severe emotional handicaps may be placed in less restrictive environments. Similarly, pupils with clinically less severe handicaps might require more restrictive placements in order to meet their needs.

A complex relationship exists among treatment, instruction, and placement restrictiveness. Emphasis on treatment usually increases with the restrictiveness of placement, whereas emphasis on instruction usually decreases as placement restrictiveness increases. With respect to program planning, treatment, and instruction, components are of equal importance, regardless of the emphasis on one or the other indicated by the IEP for a particular child. Restrictiveness of placement then is determined based upon the child's need for special instruction and/or treatment.

Figure 1

PROGRAMMING CONTINUUM FOR
INDIANA'S BEHAVIORALLY/EMOTIONALLY HANDICAPPED STUDENTS

Least (Severity of Handicap) Most

Level I	Level II	Level III	Level IV	Level V
Regular Class	Regular Class + Specialized	Special Class	Special School	Other Environments
Full Time Regular Class	Part Time Regular Class	All or most instruction separate from Regular Classes	No Regular Classes All Special Education	Emphasis on Treatment and Therapies
Support Personnel	Support Personnel	Support Personnel	Support Personnel	
Not Enrolled in Special Education for Instruction or Therapy				

Least (Treatment Emphasis) Most

Most (Instructional Emphasis) Least

Figure 2 maintains the needs-concept relationship of Figure 1 and includes other aspects of the continuum of services for emotionally handicapped pupils. These include (1) program operators; (2) personnel; (3) instructional/treatment setting; and (4) selection of planning districts which involve the assurance of comparable, available services throughout identified regions of the state without duplication of effort.

One of the important concepts in this continuum is that of nominal and entry level support. These concepts are contained in Level I. Several school corporations provide nominal support to students experiencing emotional difficulties while in regular classes, but many do not provide adequate support at this level. The educational personnel listed under nominal support should work within each corporation to provide help for students and thus enable them to stay in regular classes. The current entry level for special education in Indiana is represented in Level II, but the continuum presented here would recognize an earlier entry level Support in Level I. The availability of two additional staff members -- the Behavioral Consultant and the Special Education Teacher -- increases the services over what is represented in nonimal support. More importantly, the earlier recognized entry level concept includes an emphasis by the school corporations to assure sufficient personnel, direction, and time to work with the students to resolve problems without removal from the regular class.

Another important concept is reflected in the educational support personnel listed. Most of the titles of positions are well-known and many such staff members now are employed by Indiana schools and agencies. Three of these listed -- special counselor, behavioral consultant, and educational liaison --should be explained.

The special counselor is included in the list in addition to the elementary or secondary counselor. Special counselor is a generic term used here to describe someone trained in counseling who can focus on working with children, their parents, and teachers regarding behavioral and emotional problems. While elementary counselors often possess the skills, the time, and other necessary components to work with emotionally handicapped students, too frequently, they do not. Emphasis in each school corporation to assure the availability of a special counselor for Level I is essential for nominal and entry level support.

The term behavioral consultant is used by several corporations in Indiana and other states to describe a staff position or function. Various training backgrounds or licensures may be used to fulfill the function. Psychologists, counselors, social workers, and teachers experienced in working with emotionally handicapped students represent some of these who have been successful in the role of behavioral consultant. The main function for this type of person is to be available to design special program components and to work directly with teachers, parents, and students to help improve student behavior and performance. The role demands a restricted caseload, time to design behavior management programs, and time to meet with teachers, parents, students, and other support personnel.

The educational liaison is another support person not often found in Indiana schools, but who represents a critical component for full programming and services for emotionally handicapped students. The major function of the educational liaison is that of being the person in the schools who remains aware of the emotionally handicapped students' placement and facilitates the students' movement between the various levels of the continuum. All too often, a critical change in placement is undertaken with little or no preparation by the receiving agency or school and with minimal information at the time of transfer. The educational liaison would have this responsibility and sufficient time and resources to prepare the way for and to follow-up on such changes.

Another aspect of the continuum which should be explained is related to Level IV. Each school corporation should have the option of the use of a special school or a day school for emotionally handicapped students. While such facilities exist in Indiana, a network of such facilities to assure that each school corporation has access to the services in Level IV is not available.

Figure 2

COMPONENTS FOR A PROGRAMMING CONTINUUM FOR INDIANA'S BEHAVIORALLY/EMOTIONALLY HANDICAPPED STUDENTS

	LEAST		PROGRAMMING ALTERNATIVES RESTRICTIVENESS									MOST
PROGRAM PARAMETERS												
PLACEMENT LEVEL	LEVEL I. REGULAR CLASS		LEVEL II. REGULAR CLASS &/or SPECIAL ED.		LEVEL III. SPECIAL CLASS	LEVEL IV. SPECIAL SCHOOL (DAY SCHOOL)		LEVEL V. OTHER ENVIRONMENTS				
PROGRAM OPERATOR	SCHOOL CORP.		SCHOOL CORP.&/ or SP. ED. COOP.		SCHOOL CORP.&/ orSP.ED.COOP.	REGIONAL PLANNING DISTRICTS		TREATMENT BY FACILITY OPERATOR/EDUCATION BY REGIONAL PLANNING DISTRICTS OR BY AGREEMENT				
EDUCATIONAL SETTINGS	Annual support	Entry level support	Resource Room (Part-time reg. class)	Part-time spec. class	Full-time class in reg. school	Special School part-time with spec. class instruction and/or involvement	Special School full-time	Mental Health Center	State Hospital	Residential Center	Correctional Schools	Homebound
EDUCATIONAL SUPPORT PERSONNEL												
A. REGULAR CLASSROOM TEACHER	x	x	x	x								
B. PRINCIPAL	x	x	x	x								
C. COUNSELOR (ELEM./SEC.)	x	x	x	x	x	x	x	x	x	x	x	x
D. NURSE	x	x	x	x	x	x	x	x	x	x	x	x
E. SOCIAL WORKER	x	x	x	x	x	x	x	x	x	x	x	x
F. PYSCHOMETRIST	x	x	x	x	x	x	x	x	x	x	x	x
G. SCHOOL PSYCHOLOGIST	x	x	x	x	x	x	x	x	x	x	x	x
H. CLINICAL PSYCHOLOGIST			x	x	x	x	x	x	x	x	x	x
I. PSYCHIATRIST			x	x	x	x	x	x	x	x	x	x
J. SPECIAL COUNSELOR	x	x	x	x	x	x	x	x	x	x	x	x
K. SPEECH PATHOLOGIST	x	x	x	x	x	x	x	x	x	x	x	x
L. AUDIOLOGIST	x	x	x	x	x	x	x	x	x	x	x	x
M. BEHAVIORAL CONSULTANT		x	x	x	x	x	x	x	x	x	x	x
N. SPECIAL ED. TEACHER		x	x	x	x	x	x	x	x	x	x	x
O. EDUCATIONAL LIASION			x	x	x	x	x	x	x	x	x	x
P. STAFF OF RESIDENTIAL CENTER/FACILITY						x	x	x	x	x	x	x
Q. PHYSICAL THERAPIST			x	x	x	x	x	x	x	x	x	x
R. OCCUPATIONAL THERAPIST			x	x	x	x	x	x	x	x	x	x

NOTE: Crisis Room and Instruction in Isolation are available at all levels of the continuum.

Student Domicile may include home or residential settings which may include: hospitals, institutional group homes, foster homes in the community, full time institutions, full time correctional facilities.

Explanation: See Design for A Continuum of Services for Emotionally Handicapped Students Section.

A more detailed discussion of a continuum of services for Indiana's seriously emotionally handicapped students may be found in Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students (Section II, January, 1986). This report contains a glossary of terms and descriptions, an annotated bibliography, and selected program samples.

Every precaution should be taken to determine whether all possible interventions have been used in the regular classroom as well as within the school (e.g., changing the location of the child's desk within the classroom, changing the child's placement from unstructured open space to a self-contained classroom to enable the child to interact within the school system in a more appropriate manner).

Options for placement include:

1. Consultive and resource services (nominal and entry level support) provided in the regular classroom;
2. Self-contained class;
3. Special/Day School;
4. Residential Center; and
5. Homebound and hospital services.

The principle of the least restrictive environment becomes the key issue in the decision-making process. Major considerations include the degree of severity of emotional handicapping condition and the availability of assistance from the district special education personnel. If the child's emotional problem is considered mild and a specific intervention strategy can be provided by special educators, he may remain in the regular classroom all day. This strategy may consist of an individualized designed behavior approach (Level I).

For other students who are considered mildly emotionally handicapped, placement may be primarily in the regular classroom with more direct assistance from the teacher of the emotionally handicapped. For example, a child may spend as little as an hour or as much as a half day in the resource room or classroom for the emotionally handicapped. Here, various interventions may be used depending upon the teacher's orientation and the child's needs (Level II).

Moderately or severely emotionally handicapped children may require more full-time special services which can be received in a self-contained classroom (special class). In this setting, the teacher of the emotionally handicapped is responsible for both the academic and emotional growth of the child. If and when the child reaches a certain level of appropriate behavior, he may be integrated into selected classes. This may include resource or regular classes. As the child successfully achieves the reintegration into some individual classes, more time may be added until his entire day is spent in regular classes. However, some children with severe emotional problems may not be able to handle any mainstreaming. Some junior and senior high schools have arranged a "school within a school" (separate area/several rooms or wing of the school or when facilities permit, a separate building on the campus of the main building) for the emotionally handicapped students. The students are provided with all their classes; however, the number of students remains small, thus allowing for more personal contact between teachers and students (Level III).

Certain students require more intense services. A special school is designed for emotionally handicapped students to provide for their instruction and for more intensive treatment than is possible in the regular school. The degree of emotional disturbance of those students enrolled in special school usually requires the services of nurses, psychiatrists or psychologists, and educators. As students are able to benefit from a learning situation, they may attend classes from 30 minutes per day to an entire day. Generally, the special school is structured so that as a student progresses, he is allocated more and more responsibility until he makes most of his own decisions and is functioning adequately in the subject areas. At this point, reintegration into the home school or self-contained class is attempted. Supportive services from the special school staff or from the teacher of the emotionally handicapped in the home school are provided as long as the student requires them (Level IV).

Students with chronic conditions requiring long-term treatment in a hospital or in their homes receive special instruction from homebound-itinerant special education personnel. The nature of the educational program depends upon the student's ability, level of achievement, prognosis, and likelihood of returning to school. Other variable environments provide services that include, but are not limited to, respite care and psychotherapy (Level V).

APPENDIX B

FIGURE 3

Self-Contained Classroom for Severely Involved Students

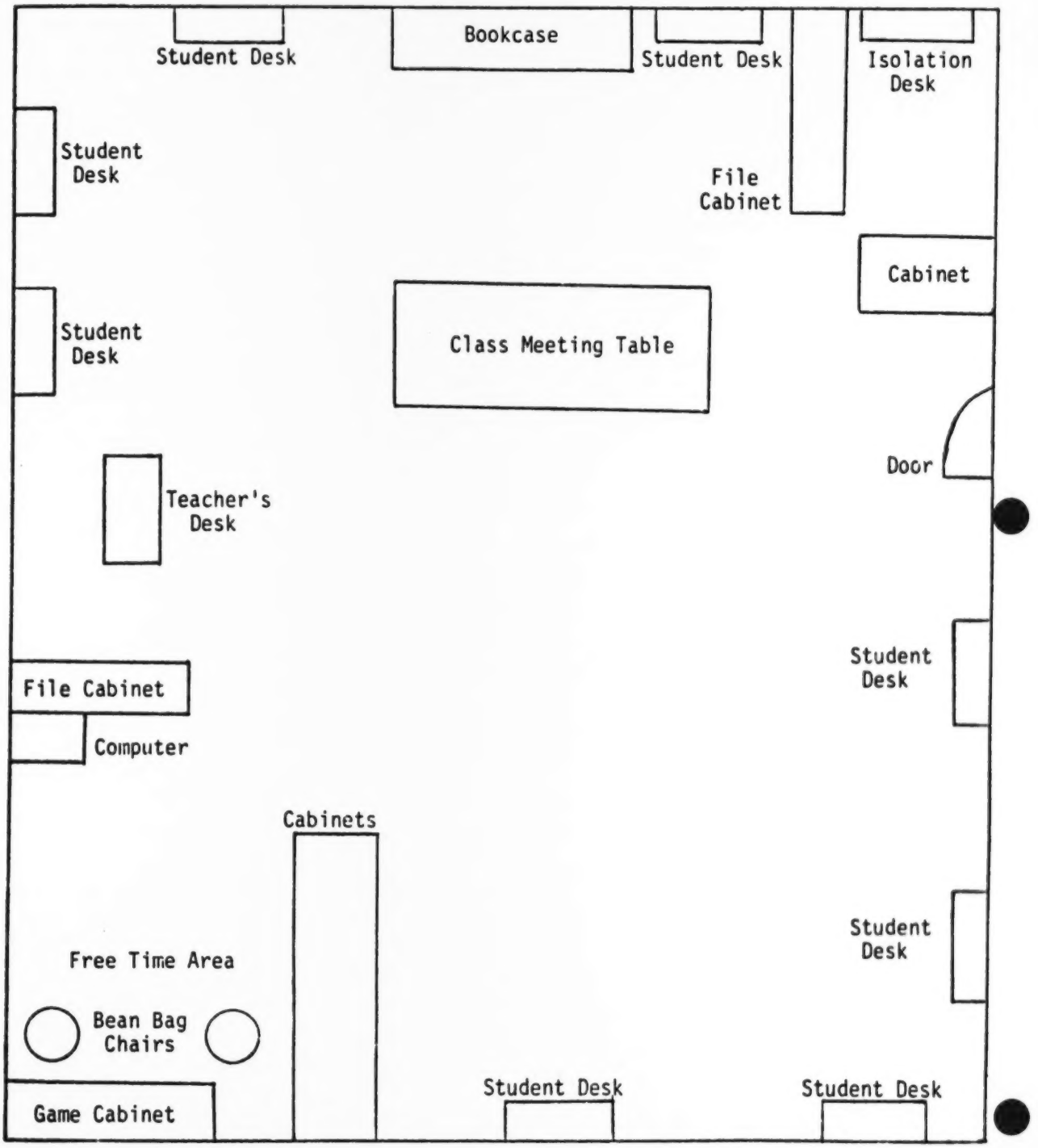

FIGURE 4

Traditional Setting
Little Movement

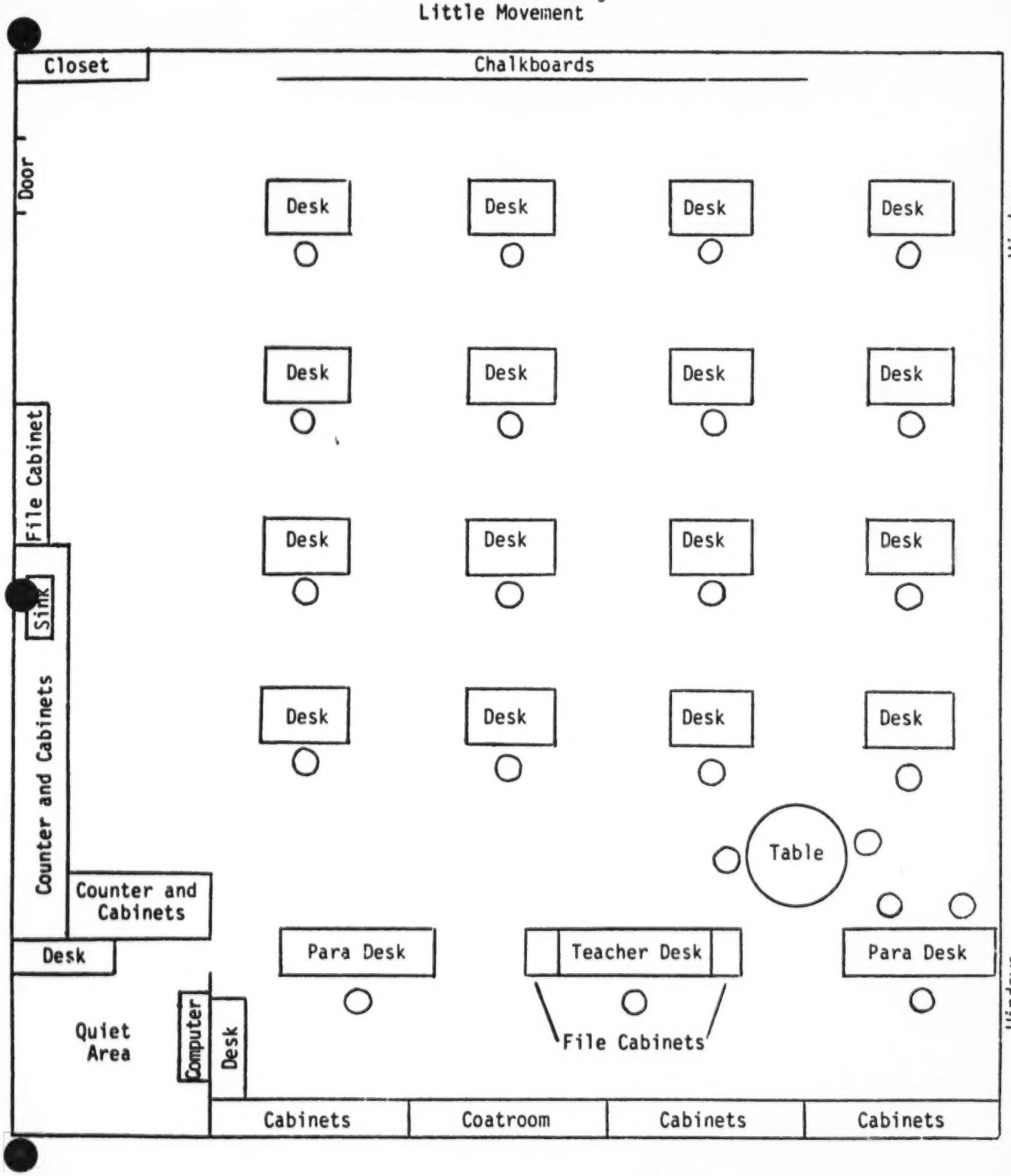

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FIGURE 5

Secondary Resource Room

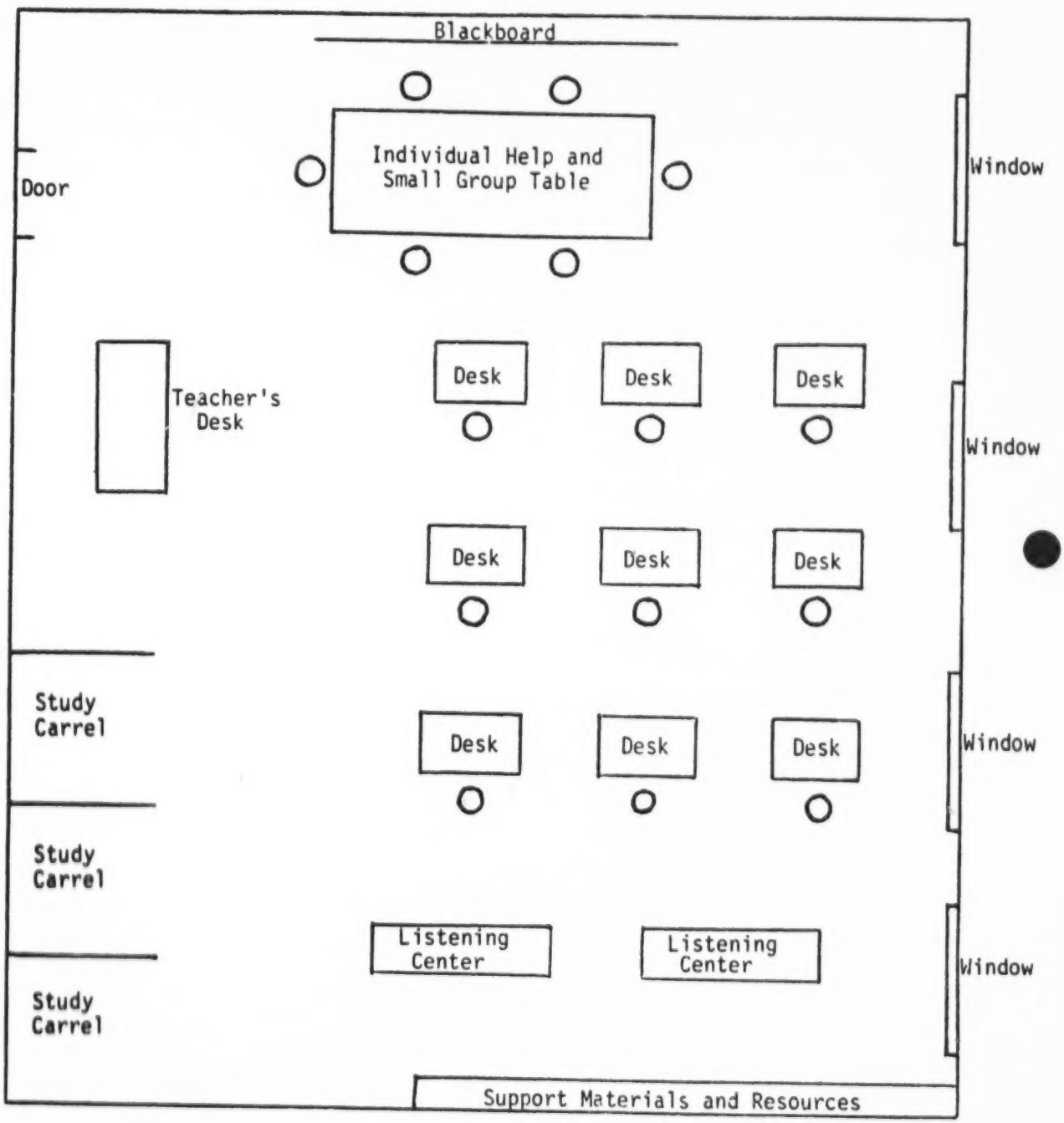
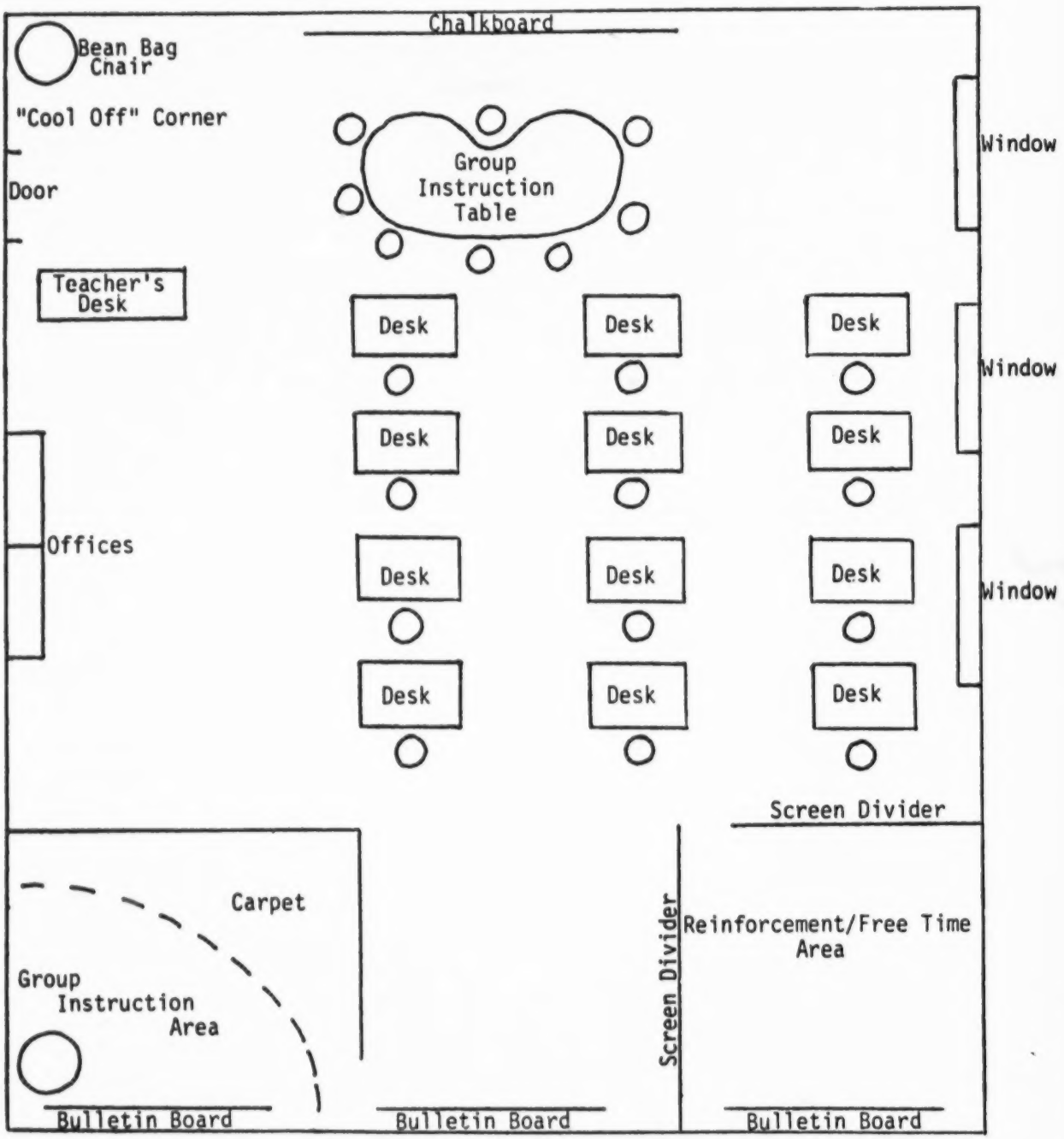


FIGURE 6

Primary Self-Contained Classroom



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29 U.S.C. ¶ 794.

20 U.S.C. ¶ 1401 et seq.

Bd. of Ed. of Henrick Hudson Central School District v. Rowley, 102 S. Ct. 3034 (1982).

OTHER

Rule S-1 of the State Board of Education, 511 I.A.C. 7-1.

Section 3B (511 I.A.C. 7-1-3B). Check with the local Division of Special Education regarding any pre-referral programs/ procedures which may exist in your district. Some student needs may be met by these programs, negating the need for placement in special education.

511 I.A.C. 7-1-1W. Normally, as between a custodial and non-custodial parent, the custodial parent should sign for evaluation and placement, unless he/she cannot be located.

A case conference committee, as defined in Rule S-1, Section 1D is composed of:

1. A representative of the school, other than the child's teacher (this person must have the power to "give the school's blessing" to placement decisions and must be qualified to provide or supervise the provision of special education).
2. The student's teacher.
3. The parent, unless he/she chooses not to participate.
4. The child, if he/she chooses.
5. Appropriate specialists, with knowledge of or jurisdiction over the child.
6. Other individuals at the parents' or school's discretion.
7. A member of the evaluation team if the child has been evaluated for the first time.

Comment to 34 C.F.R. 300.552.

511 I.A.C. 7-1-4B4 is the subsection which deals with placement alternatives for emotionally handicapped students.

¶ 3J (510 I.A.C. 7-1-3J) outlines the procedure which must be used to expel or exclude a handicapped student.

IC 20-8.1-5-6.

Although a student's placement should not be changed pending the outcome of proceedings, a handicapped student can be suspended pending expulsion both under IC 20-8.1-5 and under the U.S. Department of Education's interpretation of P.L. 94-142 (See comment to 34 C.F.R. 300.513). Such a suspension can take place only if the student's presence in school endangers himself or others.